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ABSTRACT

A study examined whether students' reading ability affected their level of aesthetic reading response when reading level-appropriate literature. During the study, 28 fifth graders read books and wrote responses to what they read. Responses were scored on a rubric valuing aesthetic responses that demonstrated personal experiences. Students' reading ability had a strong correlation with written responses. This finding implied that students who read at lower reading levels had difficulty writing aesthetic responses while higher readers were more capable of responding aesthetically. A reading attitude survey administered to students and parents indicated a strong correlation to students' reading level. This demonstrated that the lower readers and their parents saw them as less-skilled readers and less interested in reading. (Contains 29 references, and 9 tables and 5 charts of data. Appendixes contain a consent form, the research timeline, assessment instruments, survey instruments, a 19-item list of children's literature references, data, and sample student reading responses.) (Author/RS)

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Running head: EFFECT OF READING LEVEL ON READERS' AESTHETIC RESPONSES

Reader Response:

Effect of Reading Level on

Readers' Aesthetic Responses

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Abstract

This study examined whether students' reading ability affected their level of aesthetic reading response when reading level-appropriate literature. During this study 28 fifth graders read books and wrote responses to what they read. Responses were scored on a rubric valuing aesthetic responses that demonstrated personal experiences. Students' reading ability had a strong correlation with written responses. This finding implied that students who read at lower reading levels had difficulty writing aesthetic responses while higher readers were more capable of responding aesthetically. A reading attitude survey administered to students and parents uncovered valuable data including a strong correlation to student's reading level. This demonstrated that the lower readers and their parents saw them as less-skilled readers and less interested in reading.

Introduction

Each of us has a personal response to what we read, which demonstrates both the knowledge and experiences we gain from the text. When the reader goes beyond reading to gain information and experiences a personal reaction with the text, that experience is called aesthetic reading. Aesthetic reading is an event that entices the reader to surrender to the literature while nurturing free thoughts and feelings pertaining to the reading experience. While the reader is gaining meaning from the text, the reader conceptualizes or envisions a world based on personal reactions and interpretations (Wiseman, Many, & Altieri, 1992). For children, this act of experiencing literature is not an easy task without proper encouragement and nurturing (Hill, Johnson, & Schlick Noe, 1995). To help children generate thoughtful responses to literature and to understand how to value their responses, it is helpful to be acquainted with basic theoretical perspectives on reading responses (Huck, Hepler, & Hickman, 1989).

Statement of the Problem

While there is thorough research on the importance and the effects of aesthetic reading responses, there is little research examining the effects of reading levels on students' responses to literature. There is an abundance of data supporting aesthetic reading, but there is not enough information accessible regarding at what reading levels aesthetic reading can be expected.

Purpose of the Study

The purpose of this study is to examine whether children with higher reading levels create higher aesthetic reading responses. This information will help educators discover what type of reading response to expect from children of various reading levels

and help educators to accurately assess responses. Research shows higher aesthetic responses correlates to higher understanding of the text (Cox & Many 1992a; Many, 1991). Therefore, reading responses can be an important evaluative tool in assessing students' understanding of the text. If reading responses are used as an assessment, the question is raised whether the teacher can expect children with lower reading levels to create a highly aesthetic reading response.

Statement of Hypothesis

It was hypothesized that there would not be a correlation between reading level and level of aesthetic response when fifth graders are reading level-appropriate materials. Research demonstrates that teaching methods affect aesthetic reading responses (Cox & Many, 1992b; Many & Wiseman, 1992). There is also data that demonstrates contradicting ideas regarding whether age affects level of aesthetic reading response. Level of understanding is highly correlated with aesthetic reading levels, demonstrating that students who understand the text fully should create a more aesthetic response. Higher understanding of a text can be achieved at any reading level, if the reader is placed in a book at his or her appropriate reading level. Therefore, the null hypothesis was chosen because it was theorized that higher aesthetic responses are attainable at any reading level as long as the reader is reading level-appropriate material. The researcher conceived that all levels of readers are capable of creating an aesthetic response when reading the appropriate level of reading material.

Research Questions

This study was designed to answer the following primary research question: Is there a relationship between fifth graders' reading level and level of aesthetic written

response to literature when reading books at their appropriate reading level? It was hoped to also discover whether teaching aesthetically, where teachers allow, nurture, and respect students' personal responses to what they read, improves students' reading attitude.

Definition of Terms

Aesthetic response. An aesthetic stance taken in a reader's response, that which emphasizes the reader's active experience with the text (Many & Wiseman, 1992).

Aesthetic reader. The reader focuses directly on the experience he/she is living through while reading (Rosenblatt, 1978).

Aesthetic teaching. Teaching aesthetically requires the teacher to model, respect, and encourage students' personal aesthetic responses to the text (Cox & Many, 1992b).

Efferent response. A response that restates factual information obtained from the text, focusing on the information that remains with the reader after the reading experience (Rosenblatt, 1978).

Evocation/poem. The personal response a reader experiences when focusing his/her attention inward on the experience of reading a text (Rosenblatt, 1978).

Level of response. The level of stance on the continuum from most efferent to most aesthetic suggested by Rosenblatt (1978).

Qualitative Reading Inventory II (QRI-II). An individually administered informal reading inventory used in this study to assess students' grade-equivalent reading scores (Leslie & Caldwell, 1995).

Reader response. The manner in which the reader demonstrates their perceptions and understandings to what was read. It may take many different forms, which may be oral, visual, or written (Huck et al., 1989).

Reader response assessment. A standardized test to measure aesthetic response does not yet exist; therefore, other researchers have developed various rubrics to assess the level of a student's aesthetic responses (Altieri, 1995; Altieri, 1996; Cox & Many 1992a; Sebesta, Monson, & Senn, 1995). These rubrics other researchers have created break down the continuum into various levels or categories students' responses may fall into from most efferent to most aesthetic. The responses collected in this study will be assessed for level and quality of aesthetic stance using a scoring system devised by the researcher that categorizes and evaluates responses from *one* to *four*.

Stance. Rosenblatt's (1978) reference to the reader's focus of attention or the reader's purpose of reading, which may be either aesthetic or efferent.

Delimitations and Limitations of the Study

Delimitations. A delimitation of this study was that the researcher worked with one grade level, fifth graders. This study utilized Rosenblatt's (1978) continuum to assess the quality of the reading response by evaluating which end of the stance continuum the responses belonged, whether it was more aesthetic or more efferent. There are other modes of evaluating responses that do not use the transactional reading theory stance continuum, although most evaluation criteria are rooted in this continuum. There are many forms a student's reading response may take but to help in the evaluation process, this study only collected and evaluated written reading responses.

The reading materials were limited to literature the teacher researcher was familiar with within the genre and theme of that study. When referring to literature and reading materials throughout this study the researcher is referring to fictional materials the

students read during their reading instruction time in class. The genres used for this research study were adventure, contemporary realistic fiction, and fantasy.

Limitations. A limitation of this study was attempting to place students in the appropriate reading level book according to their reading scores on the Qualitative Reading Inventory -II (QRI-II) (Leslie & Caldwell, 1995), which was used as an assessment of reading levels. To foster aesthetic reading, the students had the opportunity to choose their reading book from a pre-selected collection. It was difficult to find an exact match for students' reading levels and reading material of their choice. Most books are given a reading level according to the publisher's designated grade level, which many teachers feel is not a completely reliable placement, and may not have been a very close match with results from the QRI-II. Teacher's experience with the text was heavily weighted to help match the assessed grade level to a grade-level equivalent book. At times when it was difficult to place students into grade appropriate reading materials, the researcher was particularly cautious not to place students in books at levels higher than their assessed reading levels; therefore, students were placed in a book at their assessed grade-level or lower, but never higher.

Students' responses were affected by the method of instruction and were limited to only one teacher's method of reading instruction. This instruction valued and encouraged aesthetic reading and aesthetic reading responses. To facilitate in the analysis of data, all responses analyzed were in written form. This factor may have limited quality and quantity of students' responses. Students with writing difficulties may have had a limited response, which might have affected their level of aesthetic response. An accommodation the researcher made for students on an Individualized Education Plan

(IEP) for writing was to give those students the option of having an adult write his or her responses. Data collection was limited to time constraints to meet the deadlines of the study and did not allow for a large quantity of data. The low sample number (N=28) decreased external validity, which decreases generalizability, and increases sampling error for this study.

Significance of Study

The information from this study will help educators discover what type of reading response to expect from children of various reading levels and help educators to accurately assess responses. If students of higher reading levels did create a higher level of aesthetic response, then the teacher could expect a higher quality response from the higher-level readers. This implies that teachers would not expect as high of an aesthetic response from a student reading at a lower reading level. If students from all reading levels did indeed show capabilities of creating a higher aesthetic reading response, as hypothesized, then teachers would know to expect the highest level of responses from all readers when reading a level-appropriate book.

Literature Review

Reader Response Theory

Reader response theorists are nourishing a new conceptual understanding as to what it means to read literary work. They are discovering the benefits of converting reading from viewing literature as an object to viewing literature as an experience. The focus on the reading process is changing from textually determined interpretations to recognizing the reader's influence of the meaning acquired during the event of reading (Many & Wiseman, 1992). The reader response model suggests immediate application where the reader experiences the text fully. Another part of this methodology asks readers to listen and acknowledge other alternative experiences and responses for comparison. The reader response theory emphasizes the reader applying experiences from the text to his or her own life. Finally and foremost, the reader in this model reflects on and evaluates the experience drawn from the text (Harris & Hodges, 1995). This reader response view has changed the outlook on reading literature and methods of teaching reading. The approach of reader response takes the power of interpreting text away from one authority figure and puts the power of owning personal literary experiences in the reader's hands. Through this approach, readers are encouraged to invest their feelings and thoughts in the transaction with literature and then to reflect upon that experience (Hill et al., 1995).

Transactional Reading Theory

Rosenblatt (1978) broke new ground in reader response theory, as she developed the transactional reading theory, which is coming alive in educational research today. New research (e.g., Altieri, 1995; Eeds &Wells, 1991; Zarrillo, 1991) encompassing

reader response theories found that Rosenblatt's transactional reading theory is a strong building block to creating better reading curricula by emphasizing aesthetic reading and aesthetic teaching. The transaction that takes place between the reader and the text is the heart of Rosenblatt's transactional reading theory. She emphasized that each reader creates an individual response to the text and refers to this personal reading experience as an *evocation* or *poem*. The evocation a reader experiences may be empathy a reader feels for the character or the intense feeling that overcomes a reader at the climax of the story. Evocation is the individual experience each reader encounters when reading and experiencing a text.

Stance

Rosenblatt (1978) used the term *stance* to describe the reader's focus of attention and purpose for reading. She defined two stances in reader response: *efferent* and *aesthetic*. The goal of efferent reading is to gain information from the text for later use. Efferent reading is appropriate and effective when reading informational texts such as textbooks and newspapers. A reader usually reads informational texts to gain new knowledge and therefore reads efferently. It is possible, although not as likely, for a reader to obtain an aesthetic response as well when reading informational text, because the reader is involved with the text and is creating personal meaning. Aesthetic reading emphasizes the reader's experience itself, the evocation or poem, and is more appropriate when reading a literary work. The aesthetic reader focuses on the personal and experiential aspects of reading.

Rosenblatt (1978) expressed that these stances form the two ends of a continuum for reader responses. During any one reading event, the reader's response may waiver

along the continuum. Although both ends of the continuum are valued, Rosenblatt asserted that the more aesthetic stance is most appropriate when reading and interpreting literature and should be taught in school. Aesthetic reading utilizes and creates critical and higher order thinking skills and promotes a love and enthusiasm for reading (Kelly & Farnan, 1991; Many, 1991).

Aesthetic Reading

Recent research now supports Rosenblatt's (1978) contention that the aesthetic stance is the more appropriate stance when reading literature (Many & Wiseman, 1992). When students respond from a more aesthetic stance, the level of understanding reached in their free written responses is significantly higher (Many, 1991; Zarrillo, 1991). When students are given the opportunity to respond freely to text, they tend to respond from an aesthetic stance (Cox &Many, 1992b; Many, 1991; Many & Wiseman, 1992). Stance significantly affects the level of understanding, with higher levels of understanding associated with the aesthetic stance (Cox & Many, 1992a; Many, 1991). These findings support the transactional theory, in that for a reader to be aesthetically involved in the text there needs to be an interaction between the reader and the text. To interact with the text, the reader must also understand the text.

Literature Responses

When students are given the opportunity to respond freely to text, the responses may take many forms (Hickman, 1983). Responses may be nonverbal, where students express their reaction by using body language or facial expressions. Pictorial and oral responses have been found to be just as valid a measure of growth as written responses, and young children actually demonstrate higher aesthetic growth when responding orally

(Altieri, 1995). Most research has evaluated and analyzed students' written responses. Studies reveal three main characteristics evident in aesthetic written responses: (1) students tend to describe how they picture the story in their own minds; (2) they often hypothesize and predict what is going to happen or how the story could be different; and (3) they relate personal associations and feelings evoked from the text (Cox & Many, 1992b). A reasonable response is one in which the reader cites relevant information from the text and applies personal knowledge and experiences (Anthony, Johnson, Mickelson, & Preece, 1991).

Age

Research is minimal and somewhat contradicting in the area of correlating age with aesthetic reading response. Conclusions can be drawn from analyzing written responses gathered from a wide variety of students that students of all ages can respond aesthetically, although the older a student is, the more likely the student will respond aesthetically (Altieri, 1995; Eeds &Wells, 1991; Many, 1991; Sebesta et al., 1995). The level of understanding of the text affects the reader's aesthetic response because the older student, or more qualified reader, will have a better understanding of the text and will then be able to create a more aesthetic response. Kelly and Farnan (1991) found the ability to respond to text aesthetically is not a function of age, but rather is a function, at least partially, of instruction. Readers of all ages can respond aesthetically, with appropriate instruction, if they are taught aesthetically and if the text is at the appropriate age and skill level to the reader (Eeds & Peterson, 1997; Many, 1991).

Attitude

Students' attitudes are an important piece to their learning acquisition and therefore, student attitudes should be identified and evaluated in the classroom. It is found that good readers generally have better attitudes toward reading than poor readers (Kush & Watkins, 1996). As children reach the intermediate grades, they often begin to lose interest in reading either because their reading skills are not strong enough to keep up with the reading materials, they are not confident in reading, or they have not yet discovered the joy of reading. Kush and Watkins (1996) found students' attitudes about reading declined consistently as they progressed through the elementary school years.

Instruction can affect students' attitudes toward reading. Barnett and Irwin (1994) found a strong relationship between instruction and students' attitudes. They found reading instruction that allows for students to engage in rich literature activities that did not rely on direct instruction, basal readers, or worksheets helped improve students' attitudes toward reading. It is hoped that while teachers allow students to make their own choices in reading material and choice in how to respond to literature they will gain more interest in reading. By teaching aesthetically, teachers are respecting and inviting students to become involved in their reading at a personal level (Many, Gerla, Wiseman, & Ellis, 1995).

Assessment

With this new emphasis on teaching aesthetically, it is important that teachers have an assessment tool to evaluate student responses. This tool would help to measure level of stance, level of understanding, and most importantly to measure growth in

understanding and responding to literature. The traditional assessment pieces focus on the literary elements of the text or basic comprehension and do not measure personal involvement in the text. These traditional assessment pieces encourage and value the efferent stance much more than the aesthetic stance (Rosenblatt, 1978; Zarrillo, 1991). Researchers and evaluators have accepted the idea of objectively assessing reader responses, which was once discarded as subjective evidence (Hill et al., 1995).

Within some research studies, authors have created different scales to evaluate reader responses. Sebesta, Monson, and Senn (1995) developed a valuable four-stage hierarchy to assess written responses, which includes ten subcategories to help in accurately categorizing responses. Altieri (1995) created an instrument to examine the degree to which responses reflect an aesthetic response ranging from one to six. Cox and Many (1992a) developed an instrument for measuring reader stance on an efferent to aesthetic continuum. Using this scale, responses are rated on one end of a five-point continuum to demonstrate efferent responses and on the other end of the continuum to demonstrate the more aesthetic responses. Two educators, Norwick and Klein, created a form to assess intermediate students' written responses that incorporates the ideas of responding aesthetically, but does not refer to the response continuum (Hill et al., 1995). There are eight levels of responses included on this form to evaluate whether a reader's response (1) reacts, (2) retells, (3) supports or justifies, (4) summarizes or synthesizes, (5) connects, (6) discusses elements of literature, (7) generalizes about the theme, and/or (8) evaluates or analyzes. These assessment scales may need refining to meet the needs of teachers and students. Assessment scales could be a valuable part not only in assessing students' responses, but also for initiating self-assessment where students set individual

goals, and for helping teachers focus teaching methods to create more aesthetic reading responses.

Classroom Uses

There is ample research that shows how teaching methods affect the quality and stance of reading responses. Teaching approaches that focus on the students' aesthetic story experience results in students writing an aesthetic response (Many, Wiseman, & Altieri, 1996). Teaching aesthetically involves centering the reading instruction on students' thoughts and their reactions to the story. Students who are encouraged to participate in rich dialogue and instruction focusing on literary experiences rather than on an analysis of the work are more likely to respond aesthetically (Eeds & Peterson, 1991; Many & Wiseman, 1992). Under Vygotsky's principles, it is proposed that in group discussions each child will bring a contribution at his or her own level, thus encouraging growth and understanding within the group (Davydov, 1995). Meaningful group discussions have a great effect on creating aesthetic reading in the classroom. Reader's reactions are more likely to be mostly aesthetic when students have the opportunity to interact and discuss the literature (Hill et al., 1995). Discussions should encourage students to relate associations, feelings evoked, empathy with characters, predictions of possible outcomes, and images produced (Wiseman et al., 1992). Through field research, Eeds and Peterson (1997) and Zarrillo (1991) found that discussions should involve the teacher, to draw from the teacher's experience and expertise, but should not be centered around the teacher, as students' discussions allow students to shape their own personal responses.

Teaching methods that allow students to choose what to read, when to read, where to read, and how to respond to what is read strongly encourage aesthetic responses (Atwell, 1998; Cox & Many, 1992b; Zarrillo, 1991). Instruction should promote students to reflect on their learning by examining their initial thoughts and feelings, by listening to others' views, and reflecting on what was read (Hill et al., 1995). When students have a voice in designing their responses those responses are more personal and involved (Many et al., 1996).

There is some dispute regarding how much efferent reading should be encouraged and taught. Through classroom teaching experience and observational research, most researchers agree that analysis of literary elements can be taught through mini-lessons and guided reading activities (Atwell, 1998; Eeds & Peterson, 1991). Many, Gerla, Wiseman, and Ellis (1995) found instruction which incorporated literary analysis based on students' initial aesthetic experiences resulted in aesthetic responses. A thorough and complete aesthetic response will have literary elements included in the response after the reader has experienced the text. This contention values identifying literary elements, an efferent response, by understanding that this process assists the aesthetic response (Hill et al., 1995).

Methods

Research Design

This study involved collecting data to determine whether, and to what degree, a relationship occurred between students' reading levels and levels of aesthetic responses; therefore, this study utilized a correlational design (Gay, 1996). The correlational data of students' reading levels and levels of aesthetic reading responses are the heart of this quantitative study, which answered the primary research question. The researcher added an additional variable, which was to consider the students' attitudes toward reading while being taught aesthetically. This data was obtained through an attitudinal survey and the data was analyzed and discussed as a qualitative piece of this study.

Participants

The participants for this study attended Maplewood K-8, which is a parent cooperative school in a northwest suburban area of Washington. The school is a public school, but is a choice program where families must register to attend. Parents at this school are obligated to work in the classroom once a week and must hold a committee job for each classroom their children attend. The parent involvement in this program allows for a variety of innovative instruction led by teachers and parents. Test scores at this school are of the highest in the district, which may be due to the parents' active involvement. There is little cultural or economic diversity at this K-8 school. Parents able to work in the classroom are usually from middle to upper-income families. The lack of cultural diversity in this school may be due to the fact that this is a choice program and families of various cultures are unaware of this program's existence and may not know how to access it.

Participants in this study consisted of 28 fifth-grade students, 14 girls and 14 boys. Of the 28 students there was a wide range of ability levels, especially in reading and writing. The reading levels of these participants ranged from second grade through seventh grade. Six students received special services for their low academic achievement. All students were in the same classroom with the same teacher. The researcher received consent from parents of all students, which allowed all of them to participate in this study (Appendix A).

Classroom Setting

This classroom was literature-based, where reading was taught and encouraged across the curriculum. Students were allowed to make choices about what to read, when to read, how much to read, and how to respond to reading. The teacher established a theme for reading and then chose five or six books from that theme that met the variety of reading levels of the students. The teacher introduced the content and reading level of each book to the students, who then chose three books that interested them the most and fit their reading level. The students were organized into reading groups by the teacher, based on the student's choice of books, his or her interests, the student's reading level, and group dynamics. Once given the book of their choice, the students began to meet in their groups. In their "book clubs," the students discussed their reactions to the book. They led these discussions with little monitoring from the teacher or parents. The students were asked to respond at each book club meeting in a reading response journal to reflect and express their personal reactions to the text. Guidelines and expectations of reading responses were pre-established to help students respond at the highest level possible. Students were encouraged not to only focus on a summary of what they read but

to also share what their personal reaction was to what they read. Students had opportunities each day to read silently from either a book of their choice or from the book they chose for the class's literature studies. The teacher read aloud three times a week to the students, following with whole class discussions to share readers' reactions and to guide language arts mini-lessons.

Instrumentation

The data collection process began in September, the beginning of the school year, and ended in February. The research timeline (Appendix B) gives specific information regarding the dates of the data collection process.

Reading level assessment. Students' reading levels were assessed in September using an informal reading inventory called the Qualitative Reading Inventory-II (QRI-II) (Leslie & Caldwell, 1995). Using the QRI-II their reading levels were re-assessed in November to adjust for students' expected growth and to strengthen reliability. This individual reading assessment evaluated reader's fluency and comprehension and gave the researcher an estimate of the student's reading grade level. This school has a stable population with few families moving from the school, which means the fourth grade teachers' observational assessments were another useful tool. Once students were placed in their level-appropriate book, another measure the researcher took to ensure the book was at the reader's level was to have students read aloud one section from their book to determine if there were numerous errors, signifying that the book was too difficult for that student.

Reader response assessment. A different assessment tool was utilized to measure students' level of aesthetic reading response. The assessment, created by the researcher,

was designed to respect all forms of responses with hopes that students would respond both efferently and aesthetically, while putting more emphasis and value on aesthetic responses. Responding aesthetically is more challenging, requires higher order thinking skills, and demonstrates a higher level of comprehension of the text. Each response was assessed using this instrument devised to examine the degree to which the response reflected a personal aesthetic experience of the text. This assessment tool created by the researcher was modified and built from other reading response assessment tools (e.g., Altieri, 1995; Cox & Many, 1992a; Sebesta et al., 1995). The lowest level of aesthetic involvement, most efferent, has the value of *one*, and the highest level, most aesthetic response, has the value of *four*. The titles of the categories changed after this assessment tool was utilized the first time and it was necessary to fine-tune the category descriptions when responses were not easily incorporated into each category. The original reader response assessment was ambiguous and difficult for the students to understand (Appendix C). Listed below are the revised names of each response level with an example of each response level based on the book the class read aloud together (Appendix D).

1. Little or No Evidence of Story Experience

   I like the book because I like the characters.

2. Some Evidence of Story Experience

   I like the story because I liked it when Mark went running after the bird.

3. Evidence of Personal Story Experience

   I liked the combination of characters the author created for the story. Their personalities complemented each other well and added humor.

4. Highly Inventive Response and Shares Strong Story Experience

It was very courageous for Benji to approach Venice Menace and tell him the truth. It goes to show you that a true friend is an honest friend.

This assessment does involve some subjectivity because it involves reading written responses and evaluating their placement on the rating scale. Therefore, to increase the intra-rater reliability of the study, several responses were scored by more than one judge to ensure the scorer's accuracy and strengthen validity of the assessment tool.

Attitude survey. An attitude survey was administered to students (Appendix E) and parents (Appendix F) at the beginning of the year in September and again at the end of the data-collection period in February (Appendixes G & H). The survey obtained information about students' attitudes toward reading. This method of assessment helped to receive quick feedback on how students feel about themselves as readers and how parents feel about their child as a reader. This survey was designed by the researcher to evaluate student and parent perceptions of the child's reading ability and attitude or interest toward reading. The survey was first given to another fifth grade classroom to evaluate the effectiveness of the questions in the survey. The questions obtained the necessary information; therefore, the survey did not need to be modified. Before the survey was administered to the class both in September and in February, the researcher emphasized the importance of students answering the questions openly and honestly to ensure higher accuracy of results. The purpose of the survey was to evaluate how teaching aesthetically affects readers' attitudes toward reading. The survey was designed to help show whether there was any change in the students' attitudes after being taught

aesthetically for six months. Because there is a trend for intermediate students' attitudes and interests in reading to decrease, it was hoped the survey results would show students had a higher perception of themselves as readers and that they had an increased interest toward reading.

Reading materials. Reading materials for the study consisted of fictional chapter books from several genres. To encourage aesthetic responses, students had the opportunity to choose their book from several choices pre-selected by the teacher. Each student read three books during the data collection period. The first series of chapter books were in the historical fiction genre and had a theme of Native Americans. The second series of chapter books were contemporary realistic fiction books in the theme of Personal Exploration. For the third set of reading materials, students chose from chapter books in the fantasy genre. The book they chose from the group of pre-selected materials had to lie within their reading level established from the QRI-II. (For specific children's reading materials see references in Appendix I.)

Data Analysis

Analysis focused on whether there was a relationship between fifth graders' aesthetic reading responses and reading levels. The mean and mode of aesthetic response levels helped the teacher to determine which levels of responses were attained most often. Each student's responses were analyzed looking for growth over the data collection period. Students' response scores were sorted by their reading levels, the mean of each reading level gave a clear picture of how students performed within each reading level. The relationship between students' reading levels and students' aesthetic responses was calculated using the product moment correlation coefficient, the Pearson *r*.

Data collected from the attitude surveys was categorized and analyzed to look for patterns from students' and parents' responses. All 28 students' and parents' pre and post surveys were completed and returned. This high return of surveys reduced response bias. Responses from students and the student's parent(s) were compared to analyze how student's self-perception and parent's perception of his/her child's reading skills, attitude, and interest compared. Data was analyzed to evaluate whether parents of the students or students themselves perceived that there was any improvement in reading attitude, reading interest, and/or skills in reading from September to February. The questions were sorted into two categories, by interest in reading questions and questions regarding perception of ability to read. Once the questions were categorized, the data was analyzed to discover whether interests in reading differed from perceptions of reading ability. The Pearson *r* was also calculated to discover whether there was any significant relationship between student's reading level and the scores from the student and parent attitude surveys. This data was used to ascertain how students' perceptions of themselves as readers and parents' perceptions of their children as readers compare to their actual tested reading levels.

Procedures

At the beginning of the school year, 28 fifth-grade students from one classroom with one teacher had their reading level assessed. Students chose a book of their choice from the books available at the student's reading level. As students read their book, twice a week in class they responded to what they were reading. The written responses could be in any form the student wished, such as pictures, letters, diaries, etc. Their prompt was to write anything they wanted in response to what they were reading. The students knew

that the teacher would assess their responses. Responses were classified and categorized using the 4-point scale. Each student read three books and approximately six responses from each book were collected and assessed.

At the beginning of the year, the researcher administered an attitude survey to all the students and the students' parents in the class. Questions on this survey asked information regarding students' attitudes, interests, and self-perceptions as a reader. The survey to the parents asked the same questions regarding their child's reading ability, attitude, and interests. This survey was given to parents and students in September and then again after the data collection process in February.

All students received literature-based instruction where aesthetic responses were encouraged throughout the data collection period. Aesthetic responses were modeled from the teacher's personal reading experiences and from the class read-aloud. The teacher researcher had the opportunity to read all the books the students read for the study ahead of time. This familiarity allowed the teacher to model personal aesthetic responses for each book while the students discussed their book and their reading experiences. Types of oral and written responses that were encouraged were responses where the students put themselves into the story or analyzed and evaluated the effectiveness of the piece and explained what it meant to them.

Students met with their "book club" twice a week. They were encouraged to begin with a discussion about what they remembered, thought, and felt about what they had just read. They also decided how much to read for their next book club. The book clubs ended with all students writing a written response to what they read, without referring to the book, and then reading silently.

Each time the students wrote a response the teacher-researcher scored it on the rubric and gave feedback to positively praise their response and to encourage more aesthetic responses. The students were able to use that feedback to help them improve their next response. The students' reading level scores and the level of aesthetic responses were paired and correlated. The means of the reading response scores were calculated for each reading level, to show whether the higher reading level has a higher mean of reading response scores.

Results

Reading Levels Data

The QRI-II assessment acquired the reading grade equivalent score for each student. The students' reading levels in this study ranged from second to seventh grade equivalency. The QRI-II only goes up to Junior High level; therefore, students recorded at the seventh grade level could very well be at a higher level than stated. Table 1 shows the results of reading levels for the 28 students in this study.

Table 1

Reading Level	Number of Students
2	1
3	1
4	7
5	3
6	3
7	13

Reader Response Data

As shown in Tables 2 and 3 and Chart 1 below, there was a significant relationship between students' reading levels and levels of aesthetic responses (Pearson $r = 0.70$, $p < 0.01$.). (See Appendix J for individual students' results.) Students with higher reading levels were able to attain higher aesthetic written responses than students of lower reading abilities. The reading response mean for each reading level is shown in Table 2 and Chart 1.

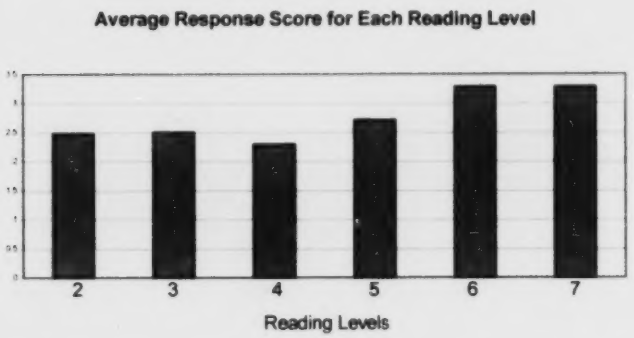
Tables 2 & 3

Reading Level and Response Average Correlation

Reading Level	Mean
2	2.47
3	2.50
4	2.29
5	2.70
6	3.28
7	3.28

Correlation	Student Mean
Reading Level	0.70

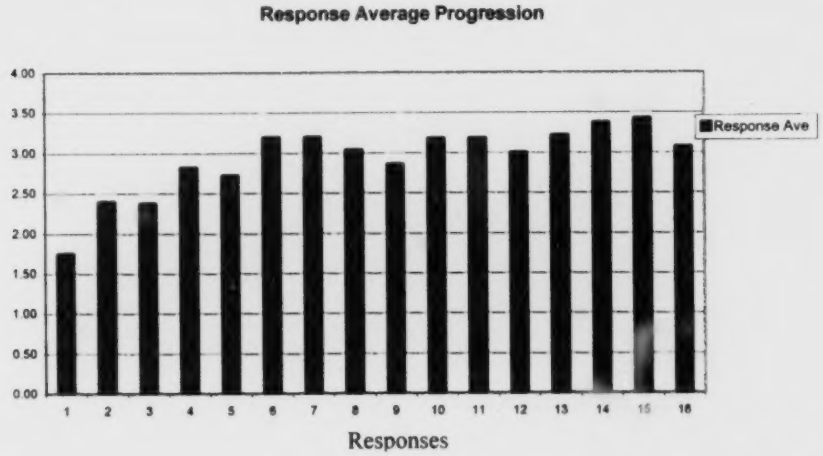
Chart 1



The mean for all students' responses was 2.92 and the mode for all responses was a *four* (results in Appendix J). Both the mean and the mode of all student responses demonstrate that overall the students in this study had the ability to respond aesthetically to what they read. Students' response scores fluctuated greatly which could be due to many factors such as: the mood of the student that day, whether the student was focused while reading the night before, he/she may not have enjoyed the reading that day. The students demonstrated growth, more aesthetic responses, as they received feedback and evaluation on the previous responses and were taught in an environment that encouraged aesthetic responses. Overall, the students were able to respond more aesthetically as they

had more experience after 16 responses. Chart 2 shows the general growth pattern of all students' response averages from the first to last written reading responses.

Chart 2



Attitude Survey Data

The attitude surveys collected at the beginning of the year and again at the end of the research session portrayed information regarding students' self-perception of their reading level and their interest in reading. The scores were assessed and analyzed using a Likert scale (1-5). The mean was calculated for each student's results and for each question on students' pre surveys (Appendix K) and post surveys (Appendix L). To further analyze the data, to help determine if gender had an affect on the attitude survey results, the researcher separated the results into female and male categories. It was found that some questions had a larger discrepancy between males and females than others. On the four surveys, pre and post for students and parents, males had a lower mean for all questions. The parent pre and post survey results were analyzed and tabled in the same manner (Appendix M & N).

The student surveys showed no positive change from September to February. As seen in Table 4, there was no evidence from this survey that the students' attitude/interest for reading and perception of their reading ability improved or declined. The parent survey results in Table 5 convey that the parents felt their child gained interest in reading and/or their child had a higher perception of him/herself as a reader during this study.

Table 4

Student Survey Results

	September	February
Question Averages	**4.10**	**4.09**
Female Averages	4.19	4.19
Male Averages	4.01	3.99

Table 5

Parent Survey Results

	September	February
Question Averages	**3.66**	**3.79**
Female Averages	3.79	3.92
Male Averages	3.52	3.66

The parents' survey results were valuable data to help evaluate how the students' parents saw them as readers. Data showed that the students had a much higher perception of themselves as readers than the parents did in both the pre and the post surveys. Parents tended to think that their child was a less-skilled reader and liked reading less than the students rated themselves. The male students saw themselves and the parents of the male students saw them as lower readers and less interested in reading than the female students and the parents of female students (see Charts 3 & 4).

Chart 3

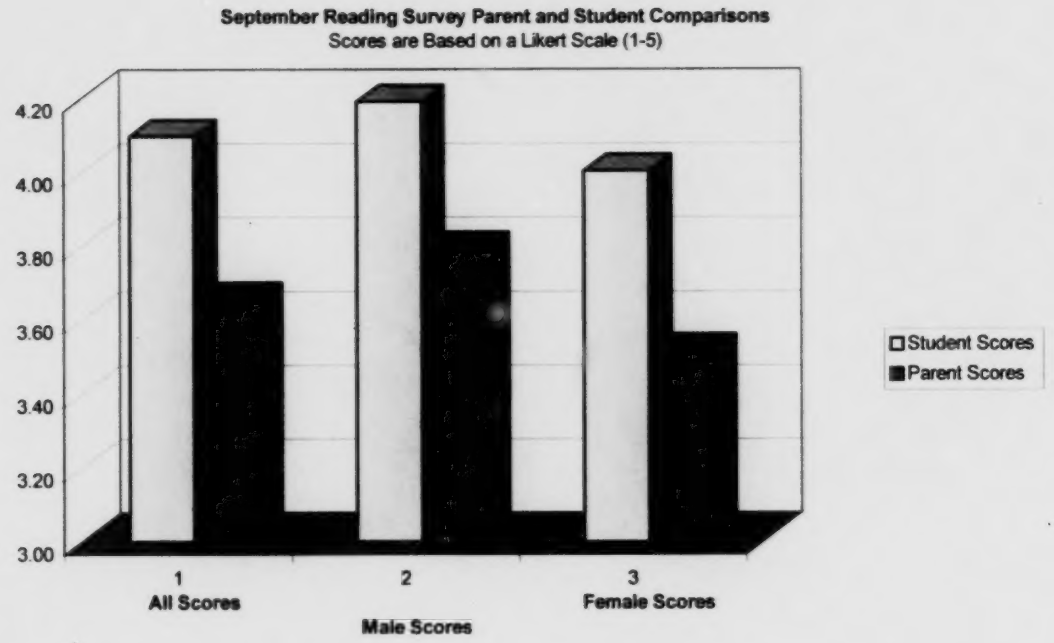
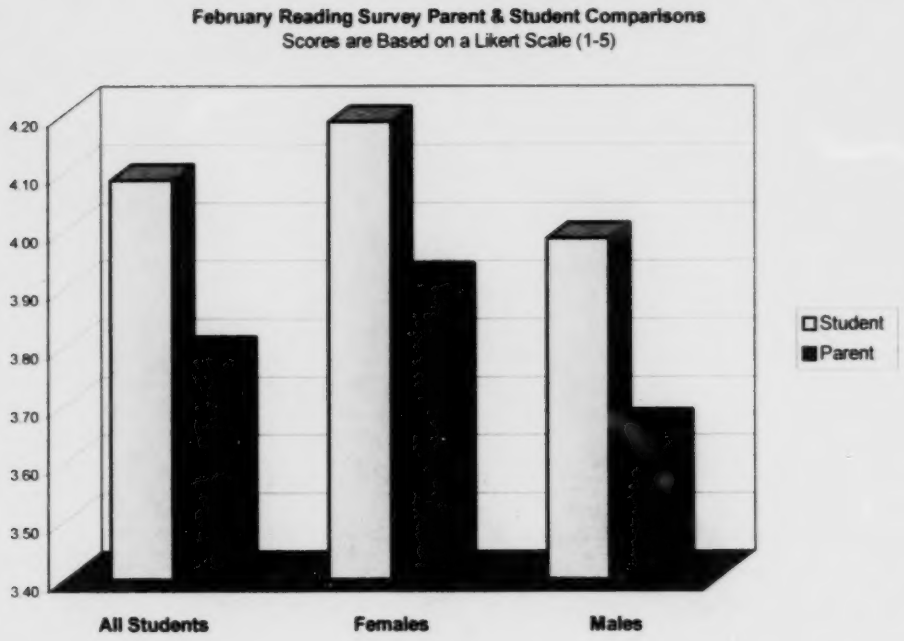


Chart 4



The post attitude surveys for both students and parents show a strong relationship with students' reading levels. Students' post survey results had a significant correlation with their reading levels (Pearson $r = 0.53$, $p < 0.01$ level) (see Table 6). This demonstrated that students of lower reading ability tended to see themselves as lower readers and did not show much interest in reading. Students with a higher reading ability showed they thought of themselves as more skilled readers and demonstrated that they enjoyed reading. Parents' survey results showed a stronger relationship to their reading levels than students' survey results with a Pearson Correlation at 0.74, which is significant at the 0.01 level (see Table 7). The parents of these students had a more precise awareness of their child's reading ability than the students did of themselves. The scores in Tables 6 and 7 show the mean of the post attitude surveys results on the Likert scale for each reading level.

Table 6

Reading Level and Student Post Survey Average Correlation

Reading Level	Student Survey Average
2	3.38
3	3.38
4	3.75
5	4.25
6	4.13
7	4.36

Correlation	Student Average
Reading Level	0.53

Table 7

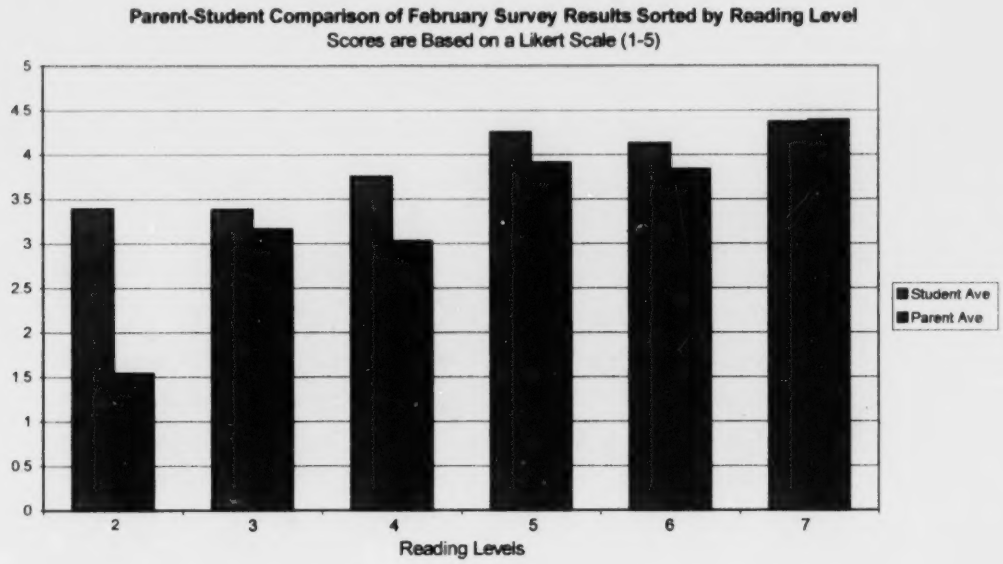
Reading Level and Parent Post Survey Average Correlation

Reading Level	Parent Survey Average
2	1.53
3	3.16
4	3.02
5	3.90
6	3.83
7	4.38

Correlation	Parent Average
Reading Level	0.74

Chart 5 shows the general incline as students reading levels increase, both the students' and parents' scores also increase. It is also evident in this graph that students at all reading levels, except the highest reading level, saw themselves as better readers than their parents. The parents of the students in the highest reading level saw their child at virtually the same level in reading as the students did.

Chart 5



Discussion

Analysis demonstrated there was a strong correlation between fifth graders' aesthetic reading responses and reading levels. The strong relationship was not hypothesized but seems to be explained by many important factors that the researcher will explain in this discussion section. The relationship of the students' reading levels and written reading responses is an important one, as it demonstrates to educators that lower readers cannot be held accountable to create true aesthetic responses until they become independent confident readers.

It is beneficial to think about the reading process for the lower readers to better understand why they were unable to attain aesthetic written reading responses, even when reading text at their appropriate reading level. In this fifth grade sample of 28 students, the range of readers began with phonetic readers and spanned up to independent readers, while the majority of the students were independent readers. Lower readers spend the greater part of their reading experience focusing on the individual words that will slowly create a story for the reader. The independent readers do not focus on the reading process, which in turn frees up their mind to begin to take part in the literature experience. The lower readers in this study were unable to go beyond the general meaning of what they read because that was all that they could manage while reading.

It is interesting to focus on the cognitive process and capabilities of those students in this study that are at the below grade-level reading levels and scored below the level *three* on reading responses. These students did not make connections from their text to other literature or from their text to their own life experiences. Once again, these readers have spent their efforts focused on the words and their meanings. The children in the

lower reading level of this study did not frequently utilize their higher order thinking skills when writing responses to what they read. Their reading responses did not show evidence of analysis, synthesis, or evaluation of what they read. There was a general pattern the teacher-researcher observed in these students' ways of thinking about literature. These students used fewer critical thinking skills, and tended to accept fact as fact without reflection, they had difficulty analyzing the literature and did not focus on the reading experience. Proficient readers monitor their comprehension during reading: they know when the text makes sense or not (Keene & Zimmermann, 1997). The lower readers did not monitor their own reading. The idea of how cognitive thinking skills affects students' reading ability and responses was an interesting finding that emerged in the data and would be valuable to investigate further.

While evaluating the response scores for the lower readers, it is also important to reflect on the books those students read. Students in this study did have opportunity to choose their books but the students at the lower reading levels had less to choose from. The students at the lowest reading level only had one choice, the lowest book that was at his/her reading level. This could have influenced the data in two ways. First, the lack of choice for the lower readers signifies that the students may have felt that they had less motivation to read if it was not a book of their first choice. All students were placed in a book of their first three choices. The students at the lowest reading levels typically chose the easiest book, being aware of their own reading level. Secondly, these students' responses may have been affected by the quality of the book. Typically books at the lower reading levels do not have deep themes and subject matter to respond and relate to, as do books for the higher-level readers. Therefore, the students reading the lower level

books may have had difficulty responding aesthetically because there was little to respond to in their books. All books were read by the researcher and all were deemed credible/quality books, but it was evident the themes were not as profound as in the higher-level books.

Students in the lower reading level were generally also students receiving special education learning support for reading and writing both in and out of class. These students were offered ample help in writing their written reading responses, but they seldom wanted extra assistance from the teacher. Their low writing skills were definitely a factor in this study and probably contributed to their lower response scores. The researcher created and utilized the rubric in a way that valued the quality of the response, valuing the ideas the student expressed, rather than the penmanship, spelling, or quantity of what was written.

The aesthetic response level mean and mode of all the responses was beneficial for the educator to reflect on as well. Students received an average of a *three* on their responses, which demonstrated to the teacher that most students were responding at a more aesthetic level and were able to share their reading experiences. These results can be partially attributed to the aesthetic teaching that took place in the classroom. Research demonstrates that aesthetic teaching creates aesthetic reading (Many & Wiseman, 1992). If the results showed students' responses generally at the efferent stage, then the teacher could have used some of the instructional tools mentioned in the literature review to improve students' level of aesthetic reading response. The results in this study showed that the teacher-researcher was able to help the students get past the most efferent level and into the more aesthetic levels.

The aesthetic teaching in this classroom was multi-faceted, as is all teaching in the classroom. The teacher's goal was to facilitate the fifth graders to become proficient, confident, independent, and critical readers. This was done with a great deal of modeling and instruction. A quote from Freire is posted in the classroom library that reads, "Reading is not walking on the words; it's grasping the soul of them" (1985). There is a constant message sent to the students that reading has a valuable purpose while there is so much to experience in the text. The teacher emphasizes the students becoming active readers rather than passive readers. The reading skills needed to read actively are taught through many modeling experiences with the class and small groups of students working in book clubs. How to determine importance in text, evoke images, and generate questions is modeled when reading aloud to the class and in book clubs.

In January the researcher decided to add another piece to this study that would help further determine what influence students' reading ability had on their responses. The teacher- researcher read a book aloud to the class. All students were then asked to respond in writing to the book that was just read to them. These written responses were analyzed and scored using the same rubric used throughout the study (Appendix D). The mean of the one-time listening response was 3.14 while the mean of all the students' 16 responses was 2.92. Students tended to respond more aesthetically when being read to than when reading silently to themselves. One factor that more than likely attributed to these higher aesthetic results is that the book read aloud to the class was one that creates a lot of emotion, thought, and reflection. Scores for each student varied (Appendix O), but for the most part these scores are similar to those of their other reading responses when reading the text themselves. Table 8 shows the Pearson Correlations with the listening

responses. Students' listening responses and their other reading responses were strongly correlated (Pearson $r = 0.52$, $p < 0.01$). The listening responses also had a significant relationship to the students' reading levels (Pearson $r = 0.51$, $p < 0.01$).

Table 8

Correlation	Listening Response
Reading Level	0.51

Correlation	Listening Response
Response Average	0.52

These correlations show that student who typically wrote higher aesthetic responses when reading their own text also wrote a higher aesthetic response when having a book read aloud to them. Table 9 demonstrates again that students with higher reading levels scored higher aesthetic responses when having a book read aloud to them.

Table 9

Reading Level	Listening Response Average
2	2.00
3	2.50
4	2.33
5	3.67
6	2.67
7	3.69

This is probably due to the fact, as mentioned earlier, that lower readers have lower cognitive thinking skills. The lower readers do not appear to make the connections that facilitate more aesthetic responses. The connections to past personal experiences, other texts, and to real life are difficult for the lower readers to make when reading. It could be that students must acquire higher order thinking skills in order to become higher-level readers. This idea is something that would be worth exploring further.

An interesting finding from the one-time listening response had to do with student number 18 (Appendix O). This student had a sixth grade reading level and consistently wrote high aesthetic responses, averaged at 3.80. Student #18 scored either a *three* or *four* on all responses (except the first). When the researcher read aloud this student scored a *one* on the listening response. This information validates what the educator has seen in the classroom, that this child has great difficulty processing any verbal information. This type of data could be used in all classrooms to evaluate how students process oral information.

Further Research

It would be intriguing to further examine how cognitive thinking skills affect students' reading levels and their reading responses. It may be that students must have to develop higher order thinking skills where they can analyze, synthesize, and evaluate to facilitate them in experiencing an aesthetic response with literature. If students without higher order thinking skills cannot have an aesthetic experience with literature, then educators would need to find ways to develop their thinking skills and to nurture those students to enjoy reading as an experience beyond just reading words on a page.

Further research is needed to discover whether the student's book choice affected the level of aesthetic reading response. It would be intriguing to discover whether students' interest level in the book they chose had an effect on their reading response. It would be beneficial to find future research to uncover relationships between types of books read and children's quality of response. It would seem plausible that the book's quality, subject matter, and genre would affect children's quality of responses. Books

with a deeper theme seem to facilitate more aesthetic responses than simplistic books without themes to relate to.

Another area to conduct more research in is to find out if there is any relationship in writing ability to the quality of written reading responses. Data gathered from students' Washington Assessment of Student Learning scores in writing could be correlated with students' level of aesthetic reading response to look for correlation between writing ability and reading responses. This data would be helpful to better conclude if a student's writing ability influences their written reading response level.

There is extensive research defining reader response and transactional theory. Further research needs to correlate the effectiveness of aesthetic reading to reader success. There is a need for a longitudinal study to tie transactional theory to lifelong effective reading (Harris & Hodges, 1995). Studies are essential to demonstrate that teachers who are knowledgeable in this area and experienced in encouraging aesthetic reading are more likely to engage children in aesthetic reading. More assessment tools that are easily accessed need to be created and implemented to better discover and develop growth in reader response. The effects of age on aesthetic reading should be investigated further, as it is unclear at what age teachers can begin to expect aesthetic reading. Finally, more teachers need to discover the value in teaching readers to focus on creating personal experiences with the text that will lead to meaningful connections to the real world.

Reader-response theory remains a field full of opportunity to discover better teaching methods to create life-long achieving readers. Responses that go beyond the efferent level demonstrate that readers are getting so much more out of their reading, where it becomes entertainment for their heart, mind, and soul. The sample responses

below demonstrate how the quality of response progresses from scores *one* to *four* (see Appendix P for responses in their entirety and original form).

Level One Response:

I am reading Julie of the Wolves in my book club. So far Miyax (Julie) has run away from her husband Daniel. She is going to San Francisco to live with her pen pal Amy only she gets lost on her way.

Level Two Response:

I think it is going to be a great book because it's only 11 pages and it already has a weird character named Ben. He's a chubby guy with a big appetite.

Level Three Response:

I thought it was nice of Marty's dad to let him go with him to deliver mail. When they got to Judd's house he was scooping up weeds with his shovel.... I thought it was a good idea to do work for people to get money to buy Shiloh from Judd.

Level Four Response:

Oh perfect, now Ella is staying at Ogla's house. I think that's terrible! Ella just keeps having one problem after the other. And now Hattie told Ogla about the curse and now it's two times the bossing around.

It is apparent from these samples that the students who acquired *three* and *four* were able to express a personal moment they experienced that was provoked by literature. With this evidence of high quality aesthetic responses, this study supports reader-response based teaching. From this research it is evident that aesthetic reading and aesthetic teaching is important to provide real-life, rich reading experiences for our students.

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Appendix A

Consent Form

August 30, 1999

Dear parents,

Welcome to fifth grade! I am very excited for this school year, as I have heard great things about this group of talented students and hard working parents. I look forward to getting to know all of you and for you to get to know me. I will help you out a little bit by sharing some information about me. I am going to Western Washington University working to complete my Master's degree in curriculum and instructions with a concentration in literacy. I attend classes in Bellingham every other weekend, Friday and Saturday and I am half way through my program now!

As part of my graduate program, I am working on a literacy research project. My research is evaluating and analyzing students' responses to literature. For this study I will specifically look at the class's written responses to the books we read in class. My research question is to discover whether there is a relationship between students' reading levels and their level of reading responses. My hypothesis is that all students can produce a quality reading response when they are reading a level-appropriate book. I will need to assess each student's reading level within the first few weeks of school and again later in the fall. This information will not only be very important to my study but will also benefit my teaching instruction. These reading level scores will help to ensure that your child is reading a book that is appropriate to his/her reading level. I will be using an individual reading inventory tool called the Qualitative Reading Inventory-II, which is thorough but efficient. Don't worry I am not running another set of WASL tests. ☺

Throughout the year I will maintain the same reading instruction I have in the past. Students will have opportunities to choose their reading materials from a set of pre-selected books. They will keep informal responses in a reading journal. Every Friday I will collect a more formal reading response that will be assessed and evaluated for my research. Students will be very clear on how I am assessing these responses and will have ample opportunities to work on improving their responses. They will understand that I am not just looking for a summary of what they are reading, but I am also looking for a personal reaction to what they experience as they are reading.

I will need your written permission to have your child be a part of my study. All students will receive the same instruction and receive the reading assessments. The permission I need from you is to allow me, the researcher, to use your child's reading test scores and reading response scores for the data analysis and the write up of my study. I will not use any of the students' real names in the write up of the study. I would greatly appreciate your permission to use your child's information in my study. I believe this study will be of great interest and will benefit other teachers and researchers. The information from this study will help teachers, parents, students, and administrators to better understand the quality of responses we can expect from readers of all levels. I look forward to our findings, and if you would like to know more about my findings please let me know and I would gladly share the information with you.

Thank you,
Jami Samione

Please return to me by Sept. 6

___ I will allow my child's scores to be part of Jami Samione's WWU graduate study.
___ I would rather not allow my child's scores to be part of Jami Samione's study.

_____ Child's name: _____
Signature *Date*

Appendix B

Research Timeline

September 1999

Schedule of Events

Aug. 30
- *Pass out and collect research consent forms & have returned by Sept. 6*

Sept. 3
- *Administer student attitude survey to other 5th gr. class*

Sept. 6
- *Administer student & parent attitude surveys*

Sept. 10
- *Deadline for returned parent attitude surveys*

Sept. 6-17
- *Assess reading levels*
- *Introduce reading instruction*
- *Model aesthetic discussions and written responses*

Sept. 20—30
- *Introduce new literature*
- *Students choose reading book*
- *Students read, discuss, and write responses*
- *Collect data and analyze each Friday*

Western Washington University

S	M	T	W	T	F	S
	30	*31*	*1*	*2*	*3*	*4*
5	*6*	*7*	*8*	*9*	*10*	*11*
12	*13*	*14*	*15*	*16*	*17*	*18*
19	*20*	*21*	*22*	*23*	*24*	*25*
26	*27*	*28*	*29*	*30*		

Effects of Reading Level on Readers' Aesthetic Response

Jami Samione

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October 1999

Schedule of Events

Western Washington University

Ongoing
- *Ongoing Observational Notes*
- *Aesthetic teaching*

Oct. 1-22
- *Evaluate appropriateness of students' books through read aloud check*
- *Students read, discuss, and write responses*
- *Collect data and analyze each Friday*

Oct. 25-29
- *Students finish books & work on final Celebrations*

S	M	T	W	T	F	S
					1	*2*
3	*4*	*5*	*6*	*7*	*8*	*9*
10	*11*	*12*	*13*	*14*	*15*	*16*
17	*18*	*19*	*20*	*21*	*22*	*23*
24	*25*	*26*	*27*	*28*	*29*	*30*
31						

Effects of Reading Level on Readers' Aesthetic Response

Jami Samone

BEST COPY AVAILABLE

November 1999

Schedule of Events

Ongoing
- *Ongoing Observational Notes*
- *Aesthetic teaching*

Nov. 1-12
- *Assess reading levels*
- *Introduce new literature*
- *Students choose reading book*

Nov. 15-30
- *Students read, discuss, and write responses*
- *Collect data twice a week, every Monday & Wednesday*
- *Evaluate appropriateness of students' books through read aloud check*
- *Have others score responses for reliability*

Effects of Reading Level on Readers Aesthetic Response

Jami Samione

Western Washington University

S	M	T	W	T	F	S
	1	*2*	*3*	*4*	*5*	*6*
7	*8*	*9*	*10*	*11*	*12*	*13*
14	*15*	*16*	*17*	*18*	*19*	*20*
21	*22*	*23*	*24*	*25*	*26*	*27*
28	*29*	*30*				

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December 1999

Schedule of Events — **Western Washington University**

Ongoing
- *Ongoing Observational Notes*
- *Aesthetic teaching*

Dec. 1-17
- *Students read, discuss, and write responses*
- *Collect data twice a week, every Mon. & Wed.*
- *Students finish books & work on final Celebrations*

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Effects of Reading Level on Readers Aesthetic Response

Jami Samione

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January 2000

Schedule of Events

Ongoing
- *Ongoing Observational Notes*
- *Aesthetic teaching*

Jan. 10-14
- *Introduce new literature*
- *Students choose reading book*

Jan. 17-31
- *Students read, discuss, and write responses*
- *Evaluate appropriateness of students' books through read aloud check*
- *Collect data and analyze every Monday & Wednesday*
- *Have others score responses for reliability*

Effects of Reading Level on Readers' Aesthetic Response

Jami Samone

Western Washington University

S	M	T	W	T	F	S
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30	*31*					

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February 2000

Schedule of Events

Western Washington University

Ongoing
- *Ongoing Observational Notes*
- *Aesthetic teaching*

Feb. 1 - 29
- *Students read, discuss, and write responses*
- *Collect data and analyze each Monday & Wednesday*

Feb. 21-29
- *Administer second parent and student attitude survey. Ask for return by 25th.*
- *Complete data collection*

Effects of Reading Level on Readers' Aesthetic Response

Jami Samione

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

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March 2000

Schedule of Events

- *Complete data analysis by March 20.*
- *Complete data tables and figures by March 31*
- *Throughout March work on writing up research.*

Western Washington University

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Effects of Reading Level on Readers Aesthetic Response

Jami Samione

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April 2000

Schedule of Events

- *Complete rough draft of write up by April 10*
- *Begin to edit rough draft after April 10*
- *Have others look over and make suggestions for improvement by April 24.*
- *Feel like the final draft is about ready for final print by April 30*

Western Washington University

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	*3*	*4*	*5*	*6*	*7*	*8*
9	*10*	*11*	*12*	*13*	*14*	*15*
16	*17*	*18*	*19*	*20*	*21*	*22*
23	*24*	*25*	*26*	*27*	*28*	*29*
30						

Effects of Reading Level on Readers' Aesthetic Response

Jami Samone

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Appendix C

Original Reader Response Assessment

Reading Response

Name: _____

Your reading response may have many of the following qualities. I am looking for the highest type of response in your writing. You will be evaluated from 1 (Informing) – 6 (Evaluating). Your goal is to get your response to be mostly at the evaluating stage. Using pencil, please check the box where you feel your response belongs. I will also check a box in pen where I feel your response belongs. Be sure to read the comments at the bottom for a thorough explanation why I put your response in the category it is in.

☐ 1. Informing. The reader focuses on what was learned from the text and shares information gained.

☐ 2. Summarizing. The reader summarizes the storyline of the text and explains what the story was about.

☐ 3. Reliving. The reader relives the experience of what happened in the text. The response demonstrates and portrays the characters, setting, and events beyond the basic summary.

☐ 4. Applying. The reader's response shows application of own experience or other elements of the real world known to the reader.

☐ 5. Interpreting. The reader focuses on interpreting meaning of the text from other perspectives or relating it to personal experiences. The reader begins to judge the text, interprets value, and relates an impression gained from the storyline.

☐ 6. Evaluating. Reader's response is most aesthetic by focusing on lived-through experiences, shares feelings and senses gained when reading the text, and evaluates the text according to the reader's personal experiences gained.

Comments:

Appendix D

Revised Reader Response Assessment

Reading Response

Name: _____

Your reading response may have many of the following qualities. Your goal is to get your response to the highest stage (4). Using pencil, please check the box where you feel your response belongs. I will also check a box in pen where I feel your response belongs.

☐ 1. Little or No Evidence of Story Experience.

I like the book because I like the characters.

☐ 2. Some Evidence of Story Experience.

I like the story because I liked it when Mark went running after the bird.

☐ 3. Evidence of Personal Story Experience.

I liked the combination of characters the author created for the story. Their personalities complemented each other well and added humor.

☐ 4. Highly Inventive Response and Shares Strong Story Experience.

It was very courageous for Benji to approach Venice Menace and tell him the truth. It goes to show you that a true friend is an honest friend.

Comments:

Appendix E

Student Reading Pre-Survey

Reading Survey

Name: _____

I want to know what you think about reading.

Lets be honest here, this is just for information I am gathering.

This will not be graded. Just tell it like it is ☺

Circle the answer that best describes you.

1.) Reading is an important part of my life right now.

Strongly disagree 1 2 3 4 5 strongly agree

2.) I read often in my spare time.

Strongly disagree 1 2 3 4 5 strongly agree

(I read about _____hour(s) a week.)

3.) Reading is my favorite subject in school.

Strongly disagree 1 2 3 4 5 strongly agree

4.) When I find the kind of books I like, reading can be fun.

Strongly disagree 1 2 3 4 5 strongly agree

5.) I like it when my teacher reads aloud at school.

Strongly disagree 1 2 3 4 5 strongly agree

6.) I like to have quiet reading time in class.

Strongly disagree 1 2 3 4 5 strongly agree

7.) I like to find library books to read.

Strongly disagree 1 2 3 4 5 strongly agree

8.) Reading schoolbooks is a lot of fun.

Strongly disagree 1 2 3 4 5 strongly agree

9.) I read because I want to, not because I am forced to.

Strongly disagree 1 2 3 4 5 strongly agree

10.) Reading is a fun way of learning.

Strongly disagree 1 2 3 4 5 strongly agree

11.) I like to read before I go to bed.

Strongly disagree 1 2 3 4 5 strongly agree

12.) In a group, I like to talk about stories I have read.

Strongly disagree 1 2 3 4 5 strongly agree

13.) I think it is really important to know how to read well.

Strongly disagree 1 2 3 4 5 strongly agree

14.) When someone asks me a question about what I have read, it is easy for me to answer the questions.

Strongly disagree 1 2 3 4 5 strongly agree

15.) I think reading is really easy for me.

Strongly disagree 1 2 3 4 5 strongly agree

16.) I understand almost everything I read when I read by myself.

Strongly disagree 1 2 3 4 5 strongly agree

Careful now, this has a different type of answer.

17.) I think I am a _____ reader.

Below fifth grade-level Fifth grade-level Above fifth-grade level

Thank you so much for taking the time to answer these questions so thoughtfully and honestly. I appreciate it.

Appendix F

Parent Reading Pre-Survey

Reading Survey

I am interested in looking at your child's reading attitude. I would like to see how your child perceives him/herself as a reader and how you perceive your child as a reader. The same questions will be given to your child. Please take a moment to think about each question and answer them to the best of your knowledge.

Parent's name: _____ **Child's name:** _____

Circle the answer that best describes your child.

1.)Reading is an important part of my child's life right now.

Strongly disagree 1 2 3 4 5 strongly agree

2.) My child reads often in his/her spare time.

Strongly disagree 1 2 3 4 5 strongly agree

(He/she reads about _____hour(s) a week.)

3.) Reading is his/her favorite subject in school.

Strongly disagree 1 2 3 4 5 strongly agree

4.) When my child finds the kind of books he/she likes, reading can be fun for him/her.

Strongly disagree 1 2 3 4 5 strongly agree

5.) My child likes it when the teacher reads aloud at school.

Strongly disagree 1 2 3 4 5 strongly agree

6.) He/she likes to have quiet reading time in class.

Strongly disagree 1 2 3 4 5 strongly agree

7.) My child likes to find library books to read.

Strongly disagree 1 2 3 4 5 strongly agree

8.) My child thinks reading schoolbooks are a lot of fun.

Strongly disagree 1 2 3 4 5 strongly agree

9.) My child reads because he/she wants to, and not because he/she feels forced to read.

Strongly disagree 1 2 3 4 5 strongly agree

10.) My child thinks reading is a fun way of learning.

Strongly disagree 1 2 3 4 5 strongly agree

11.) My child likes to read before he/she goes to bed.

Strongly disagree 1 2 3 4 5 strongly agree

12.) In a group, my child likes to talk about stories he/she has read.

Strongly disagree 1 2 3 4 5 strongly agree

13.) My child thinks it is really important to know how to read well.

Strongly disagree 1 2 3 4 5 strongly agree

14.) When someone asks my child a question about what he/she has read, he/she finds it easy to answer the questions.

Strongly disagree 1 2 3 4 5 strongly agree

15.) Reading is really easy for my child.

Strongly disagree 1 2 3 4 5 strongly agree

16.) My child understands almost everything read when he/she reads on his/her own.

Strongly disagree 1 2 3 4 5 strongly agree

Careful now, this has a different type of answer.

17.) I think my child is a _____ reader.

Below fifth grade-level Fifth grade-level Above fifth-grade level

Thank you so much for taking the time to answer these questions so thoughtfully and honestly. I appreciate it!

Appendix G

Student Reading Post-Survey

Reading Survey

Name: _____

I want to know what you think about reading at this point in time,
half-way into your fifth grade year.
Please be direct and honest, this is just to help me gather information.
This will not be graded. Just tell it like it is ☺
Circle the answer that best describes you.

1.) Reading is an important part of my life right now.

Strongly disagree 1 2 3 4 5 strongly agree

2.) I read often in my spare time.

Strongly disagree 1 2 3 4 5 strongly agree

(I read about _____hour(s) a week.)

3.) Reading is my favorite subject in school.

Strongly disagree 1 2 3 4 5 strongly agree

4.) When I find the kind of books I like, reading can be fun.

Strongly disagree 1 2 3 4 5 strongly agree

5.) I like it when my teacher reads aloud at school.

Strongly disagree 1 2 3 4 5 strongly agree

6.) I like to have quiet reading time in class.

Strongly disagree 1 2 3 4 5 strongly agree

7.) I like to find library books to read.

Strongly disagree 1 2 3 4 5 strongly agree

8.) Reading schoolbooks is a lot of fun.

Strongly disagree 1 2 3 4 5 strongly agree

9.) I read because I want to, not because I am forced to.

Strongly disagree 1 2 3 4 5 strongly agree

10.) Reading is a fun way of learning.

Strongly disagree 1 2 3 4 5 strongly agree

11.) I like to read before I go to bed.

Strongly disagree 1 2 3 4 5 strongly agree

12.) In a group, I like to talk about stories I have read.

Strongly disagree 1 2 3 4 5 strongly agree

13.) I think it is really important to know how to read well.

Strongly disagree 1 2 3 4 5 strongly agree

14.) When someone asks me a question about what I have read, it is easy for me to answer the questions.

Strongly disagree 1 2 3 4 5 strongly agree

15.) I think reading is really easy for me.

Strongly disagree 1 2 3 4 5 strongly agree

16.) I understand almost everything I read when I read by myself.

Strongly disagree 1 2 3 4 5 strongly agree

"Careful now, this has a different type of answer."

17.) I think I am a _____ reader.

Below fifth grade-level Fifth grade-level Above fifth-grade level

Thank you so much for taking the time to answer these questions so thoughtfully and honestly. I appreciate it.

Appendix H

Parent Reading Post-Survey

Reading Survey

Now that we are about half-way through your child's fifth grade year, I am interested in finding out more about your child's reading attitude. I would like to see how your child perceives him/herself as a reader and how you perceive your child as a reader. The same questions were given to your child. Please take a moment to think about each question and answer them to the best of your knowledge.

Parent's name: _____ **Child's name:** _____

Circle the answer that best describes your child.

1.)Reading is an important part of my child's life right now.

Strongly disagree 1 2 3 4 5 strongly agree

2.) My child reads often in his/her spare time.

Strongly disagree 1 2 3 4 5 strongly agree

(He/she reads about _____hour(s) a week.)

3.) Reading is his/her favorite subject in school.

Strongly disagree 1 2 3 4 5 strongly agree

4.) When my child finds the kind of books he/she likes, reading can be fun for him/her.

Strongly disagree 1 2 3 4 5 strongly agree

5.) My child likes it when the teacher reads aloud at school.

Strongly disagree 1 2 3 4 5 strongly agree

6.) He/she likes to have quiet reading time in class.

Strongly disagree 1 2 3 4 5 strongly agree

7.) My child likes to find library books to read.

Strongly disagree 1 2 3 4 5 strongly agree

8.) My child thinks reading schoolbooks are a lot of fun.

Strongly disagree 1 2 3 4 5 strongly agree

9.) My child reads because he/she wants to, and not because he/she feels forced to read.

Strongly disagree 1 2 3 4 5 strongly agree

10.) My child thinks reading is a fun way of learning.

Strongly disagree 1 2 3 4 5 strongly agree

11.) My child likes to read before he/she goes to bed.

Strongly disagree 1 2 3 4 5 strongly agree

12.) In a group, my child likes to talk about stories he/she has read.

Strongly disagree 1 2 3 4 5 strongly agree

13.) My child thinks it is really important to know how to read well.

Strongly disagree 1 2 3 4 5 strongly agree

14.) When someone asks my child a question about what he/she has read, he/she finds it easy to answer the questions.

Strongly disagree 1 2 3 4 5 strongly agree

15.) Reading is really easy for my child.

Strongly disagree 1 2 3 4 5 strongly agree

16.) My child understands almost everything read when he/she reads on his/her own.

Strongly disagree 1 2 3 4 5 strongly agree

Careful now, this has a different type of answer.

17.) I think my child is a _____ reader.

Below fifth grade-level Fifth grade-level Above fifth-grade level

Thank you so much for taking the time to answer these questions so thoughtfully and honestly. I appreciate it!

Appendix I

References for Children's Literature

Historical Fiction (Native American)

Bulla, C. R. (1971). Pocahontas and the strangers. New York: Scholastic.

Dorris, M. (1992). Morning girl. New York: Hyperion.

Dorris, M. (1994). Guests. New York: Hyperion.

George, J. C. (1972). Julie of the wolves. New York: HarperCollins.

O'Dell, S. (1986). Streams to the river, river to the sea. New York: Fawcett Juniper.

O'Dell, S. (1960). Island of the blue dolphins. New York: Dell.

Speare, E. G. (1983). The sign of the beaver. New York: Dell.

Contemporary Realistic Fiction (Personal Exploration)

Creech, S. (1994). Walk two moons. New York: Scholastic.

Creech, S. (1997). Chasing redbird. New York: Scholastic.

Naylor, P. R. (1991). Shilo. New York: Dell.

Paterson, K. (1977). Bridge to terabithia. New York: HarperCollins.

Rockwell, T. (1973). How to eat fried worms. New York: Dell.

Spinelli, J. (1990). Maniac Magee. Boston: Little Brown & Company.

Fantasy

Cleary, B. (1982). Ralph S. Mouse. New York: Avon Camelot.

Levine, G. C. (1997). Ella enchanted. New York: HarperCollins.

Norton, M. (1953). The borrowers. San Diego: Odyssey Classic.

White, E. B. (1952). Charlotte's web. New York: Harper & Row.

Wrede, P. C. (1990). Dealing with dragons. New York: Scholastic.

Yolen, J. (1991). Wizard's hall. San Diego: Magic Carpet.

Appendix J

Individual Students' Response Scores

Student Reading Response Scores (1-4)																				
Code #	Gender	Resp. 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Average	Mode	Rdg Level
1	Female	2	2	2	4	2	4	4	4	3	4	4	4	4	4	4	4	3.44	4	7
2	Female	2	3	2	4	2	3	2	3	2	2	3	2	4	4		3	2.73	2	6
3	Female	2	2	3	1	1	3	3	3	2	3	3	3	3	4	4	2	2.63	3	4
4	Female	2	2	1	2	2	3	3	3	2	3	2	2	3	2	3	2	2.31	2	3
5	Female	2	3	4		3	4	2	4	3	3	4	4	4	4	4	4	3.47	4	7
6	Female	3	3	4		4	4	4	4	4	3	4	4	4	4	4	4	3.80	4	7
7	Female	2	3	4	4	4	4	4	4	4	4	4	4	3	4	3	4	3.69	4	7
8	Female	2	2	2	2	2	3	2	4	2	3	3	3	2	3	3	4	2.63	2	4
9	Female	1	3	2	4	3			3	3	3	2	3	2	4	4	4	2.93	3	7
10	Female	2	1	2	2	2	3	2	2	2	3	3	4	4	4	3	3	2.63	2	5
11	Female	2	3	2	2	3	4	3	4	4	3	4	4	4	3	4	4	3.31	4	6
12	Female	2	4	2	3	2	3	4	4	3	4	4	4	4	4	4	3	3.38	4	7
13	Female	2	2	3	2	2	2	3	4	4	3	3	2	3	2	3	2	2.63	2	4
14	Female	1	2	1	2	3	1	2	1	2	2	3	2	3	2	4	3	2.13	2	4
15	Male	1	1	3	4	3	3	2	2	3	4	3	2	3	3	3	4	2.75	3	5
16	Male	1	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3.69	4	7
17	Male	1	3	1		4	4	4	3	4	2	4	2	4	4	3	3	3.07	4	7
18	Male		2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3.80	4	6
19	Male	2	3	3	4	4	4	4	2	3	4	4	4	3	4	4	4	3.50	4	7
20	Male	2	3	3	3	2	4	4	4	4	3	3	2	2	1	1	2	2.69	2	3
21	Male	2	4	2	3	4	4	4	3	3	3	4	4	4	4	4	4	3.50	4	7
22	Male	1	1	1		2	3	3	2	2	2	1	1	3	3	3	2	2.00	1	4
23	Male	1	2		2	3	3	4	2	3	4	2	1	3	2	3	2	2.47	2	2
24	Male	2	2	3	1	2			1	1	3	1	2	1	2	2	1	1.71	2	4
25	Male	2	2	3		3	3	3	2	1	2	3	3	4	4	4	2	2.73	3	5
26	Male	2	3	2		4	2	4	4	3	4	4	3	3			4	3.23	4	7
27	Male	2	2	1	3	1	3	3	3	2	3	3	4	3	4	3	2	2.63	3	7
28	Male	1	1	1	2	2	1	2	2	3	4	3	3	2	4	4	2	2.31	2	7
Response Average		1.74	2.39	2.37	2.82	2.71	3.19	3.19	3.04	2.86	3.18	3.18	3.00	3.21	3.37	3.42	3.07	2.92	4	Totals
Response Mode		2	2	2	4	2	4	4	4	3	3	4	4	4	4	4	4	2.98	4	Female
																		2.86	4	Male

Appendix K

Student Pre Survey Results

Student Pre Survey

Code #	Gender	Qstn 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Rdg Level	Hours	Avg 1-16
1	Female	5	4	2	4	5	3	4	2	4	4	3	5	4	5	5	4	At	5	**3.94**
2	Female	4	4	3	5	5	4	3	3	5	4	5	4	5	4	5	5	Above	3.5	**4.25**
3	Female	3	2	3	5	5	4	3	4	4	5	5	4	4	4	4	4	At	4	**3.94**
4	Female	5	3	4	5	5	5	5	5	5	5	5	5	5	3	4	4	Below	40	**4.56**
5	Female	4	5	5	5	5	5	4	4	5	5	5	3	5	5	5	5	Above	21	**4.69**
6	Female	4	5	5	5	5	4	2	4	5	5	4	3	5	4	5	4	At	8	**4.31**
7	Female	5	5	4	5	5	5	4	3	5	4	5	5	4	5	4	4	Above	3.5	**4.50**
8	Female	5	2	3	5	5	5	3	4	4	5	4	3	5	3	3	4	Below	1	**3.94**
9	Female	4	5	4	5	5	5	4	2	5	5	5	5	4	3	5	5	Above	8	**4.44**
10	Female	5	5	3	5	5	4	5	4	5	4	5	4	5	3	5	4	Above	3.5	**4.44**
11	Female	4	4	3	5	5	4	3	4	5	5	5	5	5	5	4	4	At	7	**4.38**
12	Female	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	Above	14	**5.00**
13	Female	2	2	1	5	5	2	2	3	3	3	2	1	5	5	3	5	Above	2	**3.06**
14	Female	3	2	3	5	5	4	3	2	3	4	5	3	3	2	2	3	Below	0.5	**3.25**
15	Male	4	3	3	5	5	4	4	3	4	4	5	4	5	4	4	4	At	1	**4.06**
16	Male	5	5	5	5	4	5	5	3	5	5	5	3	5	4	5	5	Above	7	**4.63**
17	Male	5	5	4	5	5	5	5	5	5	5	5	4	5	4	5	5	Above	10	**4.81**
18	Male	4	3	5	5	3	5	4	5	5	5	5	2	5	3	4	3	Above	10	**4.13**
19	Male	4	3	2	5	4	3	3	2	4	4	4	3	3	3	4	5	At	3.5	**3.50**
20	Male	5	3	4	5	5	4	5	4	4	4	5	5	5	4	3	2	At	5	**4.19**
21	Male	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	At	7	**5.00**
22	Male	3	2	2	4	5	5	3	1	4	3	4	1	4	2	2	3	At	12	**3.00**
23	Male	3		3	5	5	3	3	2	3	3	2	2	4	3	3	3	At	1	**3.13**
24	Male	3	1	1	5	5	2	5	1	5	1	1	1	5	5	3	5	Below	3	**3.06**
25	Male	4	3	3	5	5	5	5	4	5	5	4	4	5	3	4	3	At	11	**4.19**
26	Male	2	3	1	4	5	1	1	1	3	2	4	1	4	4	5	4	Above	1	**2.81**
27	Male	5	4	4	5	5	5	5	4	4	4	5	5	5	4	5	4	At	7	**4.56**
28	Male	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	Above	14	**5**
Question Averages		**4.11**	**3.63**	**3.39**	**4.89**	**4.86**	**4.14**	**3.86**	**3.36**	**4.43**	**4.21**	**4.36**	**3.57**	**4.61**	**3.89**	**4.14**	**4.14**		**7.63**	**4.10**
Female Averages		**4.14**	**3.79**	**3.43**	**4.93**	**5.00**	**4.21**	**3.57**	**3.50**	**4.50**	**4.50**	**4.50**	**3.93**	**4.57**	**4.00**	**4.21**	**4.29**		**8.64**	**4.19**
Male Averages		**4.07**	**3.46**	**3.36**	**4.86**	**4.71**	**4.07**	**4.14**	**3.21**	**4.36**	**3.93**	**4.21**	**3.21**	**4.64**	**3.79**	**4.07**	**4.00**		**6.20**	**4.01**

Appendix L

Student Post Survey Results

Student Post Survey

Code #	Gender	Qstn 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Rdg Level	Hours	Avg 1-16
1	Female	4	4	3	5	5	5	5	3	5	5	5	5	5	5	5	5	At	4	**4.63**
2	Female	3	3	2	4	5	1	2	4	3	4	4	5	5	4	4	4	Above	1.5	**3.56**
3	Female	3	2	2	5	5	4	3	4	4	5	5	5	5	5	4	4	At	3.5	**4.06**
4	Female	5	3	2	5	5	3	2	1	2	3	2	3	5	3	1	1	Below	1	**2.88**
5	Female	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	Above	15	**4.94**
6	Female	4	5	4	5	5	5	3	4	5	4	5	4	4	4	5	4	At	6	**4.38**
7	Female	4	5	3	5	5	4	4	4	5	5	5	4	5	5	5	4	Above	4	**4.50**
8	Female	5	4	3	5	5	5	5	4	4	5	5	4	5	4	2	4	Below	7	**4.31**
9	Female	4	5	4	5	5	4	3	3	5	4	4	4	5	4	5	5	Above	5	**4.31**
10	Female	5	3	4	3	5	3	3	4	4	5	5	4	5	4	5	4	At	2	**4.13**
11	Female	4	3	3	5	5	4	2	5	5	4	5	5	5	5	5	5	Above	3	**4.38**
12	Female	5	5	4	5	4	5	5	4	5	5	5	5	5	5	5	5	Above	7	**4.81**
13	Female	2	2	5	5	5	4	2	4	3	5	1	5	5	5	4	5	Above	4	**3.88**
14	Female	3	3	5	5	5	5	3	3	5	3	4	5	5	2	3	3	At	2	**3.88**
15	Male	3	4	3	5	4	4	3	4	5	5	5	4	4	5	4	4	At	3	**4.13**
16	Male	5	5	5	5	5	5	5	3	5	5	5	4	5	4	5	5	Above	21	**4.75**
17	Male	5	5	5	5	5	5	5	4	5	5	5	3	5	4	5	5	Above	7	**4.75**
18	Male	5	3	5	5	4	5	5	5	5	4	4	4	5	3	4	5	Above	10	**4.44**
19	Male	3	2	1	3	2	2	3	2	3	4	4	3	4	5	4	4	At	3.5	**3.06**
20	Male	4	3	3	5	5	5	2	3	5	4	5	2	5	3	4	4	At	4	**3.88**
21	Male	5	4	1	5	1	4	1	5	1	3	5	4	5	5	4	5	Above	4.5	**3.63**
22	Male	3	4	5	5	4	5	2	2	3	4	4	2	4	3	4	5	At	5	**3.69**
23	Male	3	2	1	5	5	3	3	3	3	4	3	4	4	3	3	5	Below	1	**3.38**
24	Male	5	3	1	5	5	1	1	1	1	3	2	1	5	2	2	5	At	2	**2.69**
25	Male	5	4	3	5	5	5	5	4	4	5	4	5	5	3	5	5	Above	7	**4.50**
26	Male	4	3	1	5	3	4	1	1	4	3	5	1	5	4	5	4	Above	5	**3.31**
27	Male	4	5	4	5	5	5	4	5	5	4	5	5	5	5	5	5	At	4.5	**4.75**
28	Male	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	Above	14	**4.88**
Question Averages		**4.11**	**3.71**	**3.21**	**4.82**	**4.54**	**4.11**	**3.25**	**3.54**	**4.07**	**4.29**	**4.32**	**3.93**	**4.82**	**4.07**	**4.18**	**4.43**		**5.59**	**4.09**
Female Averages		**4.00**	**3.71**	**3.43**	**4.79**	**4.93**	**4.07**	**3.36**	**3.71**	**4.29**	**4.43**	**4.29**	**4.50**	**4.93**	**4.29**	**4.14**	**4.14**		**4.64**	**4.19**
Male Averages		**4.21**	**3.71**	**3.00**	**4.86**	**4.14**	**4.14**	**3.14**	**3.36**	**3.86**	**4.14**	**4.36**	**3.36**	**4.71**	**3.86**	**4.21**	**4.71**		**6.54**	**3.99**

Appendix M

Parent Pre Survey Results

Parent Pre Survey

Code #	Gender	Qstn 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Rdg Level	Hours	Avg 1-16
1	Female	3	1	3	5	4	3	5	3	2	3	3	4	4	4	4	4	At	1.5	**3.44**
2	Female	4	3	3	5	4	2	3	3	4	2	4	4	5	5	4	5	At	1	**3.75**
3	Female	2	2	3	5	5	4	5	3	5	3	5	1	4	4	4	3	At	1	**3.63**
4	Female	3	1	5	5	5	5	5	5	5	4	5	5	4	4	2	1	At	0.5	**4.00**
5	Female	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	Above	17	**4.94**
6	Female	5	5	4	5	5	4	5	4	5	5	5	4	4	5	5	5	Above	7	**4.69**
7	Female	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	Above	3.5	**4.94**
8	Female	4	2	2	5	4	3	5	3	2	3	5	2	4	3	2	2	Below	2	**3.19**
9	Female	5	5	3	5	5	5	4	3	5	5	5	2	4	4	4	4	Above	13	**4.25**
10	Female	3	2	2	2	5	3	2	2	2	2	3	2	2	2	3	3	At	1.5	**2.50**
11	Female	4	3	3	5	5	1	4	4	4	4	5	5	5	5	5	5	Above	7	**4.19**
12	Female	5	5	4	5	4	4	5	4	5	4	5	4	5	5	4	4	At	4.5	**4.50**
13	Female	2	2	2	5	5	4	3	3	3	3	3	4	4	4	3	3	At	3	**3.31**
14	Female	1	1	1	2	4	2	1	1	1	1	2	4	2	1	3	2	At	0	**1.81**
15	Male	3	1	2	5	5	3	1	2	4	3	5	3	4	4	4	3	At	2	**3.25**
16	Male	5	5	5	5	3	5	5	4	5	5	5	4	5	5	5	5	Above	10	**4.75**
17	Male	5	5	4	5	4	5	1	1	5	4	5	4	4	5	5	5	Above	6	**4.19**
18	Male	5	4	4	5	5	5	5	4	4	4	5	5	5	3	4	5	At	4	**4.50**
19	Male	3	1	1	3	4	3	3	2	1	1	3	2	3	5	3	5	At	1	**2.69**
20	Male	5	1	2	4	5	2	2	2	2	2	1	3	4	4	1	3	Below	4	**2.69**
21	Male	4	4	4	5	5	4	2	3	5	5	5	4	4	3	4	4	At	7	**4.06**
22	Male	2	3	2	4	4	2	4	2	4	3	5	4	4	5	4	4	At	5	**3.50**
23	Male	5	2	1	3	4	3	3	3	1	2	3	2	2	3	1	3	Below	1.5	**2.56**
24	Male	3	1	2	4	5	2	2	2	1	3	1	1	4	1	3	1	Below	2	**2.25**
25	Male	3	2	2	5	5	5	3	3	1	1	3	4	3	2	1	2	Below	2	**2.81**
26	Male	2	2	2	4	3	3	2	2	2	4	3	4	3	5	4	4	Above	2	**3.06**
27	Male	2	2	4	3	5	5	3	2	5	4	5	4	5	5	5	5	Above	2	**4.00**
28	Male	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	Above	13	**4.94**
	Question Averages	**3.68**	**2.86**	**2.96**	**4.43**	**4.54**	**3.64**	**3.50**	**3.00**	**3.50**	**3.39**	**4.07**	**3.57**	**4.00**	**3.96**	**3.64**	**3.75**		**4.43**	**3.66**
	Female Averages	**3.64**	**3.00**	**3.14**	**4.57**	**4.64**	**3.57**	**4.07**	**3.36**	**3.79**	**3.50**	**4.29**	**3.64**	**4.07**	**4.00**	**3.79**	**3.64**		**4.46**	**3.79**
	Male Averages	**3.71**	**2.71**	**2.79**	**4.29**	**4.43**	**3.71**	**2.93**	**2.64**	**3.21**	**3.29**	**3.86**	**3.50**	**3.93**	**3.93**	**3.50**	**3.86**		**4.39**	**3.52**

Appendix N

Parent Post Survey Results

Parent Post Survey

Code #	Gender	Qstn 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Rdg Level	Hours	Avg 1-16
1	Female	4	3	4	5	5	4	5	4	4	4	4	5	5	4	4	4	Above	3.5	**4.25**
2	Female	2	2	2	5	4	3	2	2	2	3	2	5	3	5	4	4	At	0.5	**3.13**
3	Female	3	2	2	4	5	4	4	3	3	3	5	2	5	3	3	3	At	2.5	**3.38**
4	Female	5	1	2	4	5	2	5	1	1	1	5	3	5	3	1	1	Below	0	**2.81**
5	Female	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	Above	11	**4.94**
6	Female	5	5	4	5	4	4	4	3	5	5	4	4	5	5	5	5	Above	8	**4.50**
7	Female	5	5	4	5	5	4	4	4	5	4	5	4	5	4	5	5	Above	4	**4.56**
8	Female	5	5	3	5	5	4	5	3	4	3	5	2	5	4	2	3	Below	7	**3.94**
9	Female	5	5	3	5	5	5	4	3	5	5	5	3	4	4	4	4	Above	10	**4.31**
10	Female	4	3		5	5	5	4	4	4	4	5	3	5	4	4	4	At	3	**4.20**
11	Female	5	4	4	5	5	4	3	4	4	5	5	5	5	5	5	5	Above	5	**4.56**
12	Female	5	5	4	5	4	4	5	4	5	5	5	4	5	5	5	5	Above	5	**4.69**
13	Female	3	3	2	5	5	3	4	3	2	2	3	3	3	2	2	2	At	1.5	**2.94**
14	Female	2	2	2	4	4	3	2	2	2	2	3	3	3	3	3	2	At	2	**2.63**
15	Male	5	4	3	5	5	3	3	3	4	3	5	4	4	4	4	4	At	5	**3.94**
16	Male	5	5	5	5	4	5	5	3	5	5	5	5	5	5	5	5	Above	30	**4.81**
17	Male	5	5	5	5		5	3		5	5	5			5	5	5	Above	5	**4.83**
18	Male	4	4	3	5	3	5	3	4	5	3	4	3	4	3	4	4	Above	5	**3.81**
19	Male	4	3	3	4	2	3	3	2	2	3	3	3	3	4	4	4	At	3	**3.13**
20	Male	5	2	2	5	5	3	1	2	3	3	4	5	4	5	2	5	At	3.5	**3.50**
21	Male	5	5	4	[illegible]	4	3	1	1	5	3	5	3	5	5	5	3	Above	5	**3.88**
22	Male	4	3	4	5	4	5	3	2	4	4	5	2	4	4	4	4	At	5	**3.81**
23	Male	1	1	1	2		2	2	1	1	1	2	2	2	1	1	3	Below	1	**1.53**
24	Male	1	1	1	1	5	1	1	1	1	1	1	1	4	1	1	1	Below	1	**1.44**
25	Male	4	4	2	4	5	5	3	2	1	3	4	4	4	5	3	4	At	8	**3.56**
26	Male	4	3	2	5	4	3	2	3	4	4	5	4	4	5	4	3	Above	4	**3.69**
27	Male	4	4	4	5	5	5	4	3	4	4	5	5	5	5	5	5	Above	5	**4.50**
28	Male	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	Above	14	**4.88**
	Question Averages	**4.07**	**3.54**	**3.11**	**4.57**	**4.50**	**3.82**	**3.39**	**2.78**	**3.57**	**3.50**	**4.25**	**3.59**	**4.30**	**4.04**	**3.71**	**3.82**		**5.63**	**3.79**
	Female Averages	**4.14**	**3.57**	**3.15**	**4.79**	**4.71**	**3.86**	**4.00**	**3.14**	**3.64**	**3.64**	**4.36**	**3.64**	**4.50**	**4.00**	**3.71**	**3.71**		**4.50**	**3.92**
	Male Averages	**4.00**	**3.50**	**3.07**	**4.36**	**4.25**	**3.79**	**2.79**	**2.38**	**3.50**	**3.36**	**4.14**	**3.54**	**4.08**	**4.07**	**3.71**	**3.93**		**6.75**	**3.66**

Appendix O

Listening Response Results

Scores from one time Read Aloud Reading Response compared to Reading Level & Ave Reading Responses

Code #	Score (1-4)	Rdg Level	Response Average
1	4	7	3.44
2	3	6	2.73
3	4	4	2.63
4	1	3	2.31
5	4	7	3.47
6	4	7	3.80
7	4	7	3.69
8	2	4	2.63
9	4	7	2.93
10	4	5	2.63
11	4	6	3.31
12	3	7	3.38
13	3	4	2.63
14	2	4	2.13
15	4	5	2.75
16	4	7	3.69
17	3	7	3.07
18	1	6	3.80
19	4	7	3.50
20	4	3	2.69
21	4	7	3.50
22	1	4	2.00
23	2	2	2.47
24	2	4	1.71
25	3	5	2.73
26	4	7	3.23
27	4	7	2.63
28	2	7	2.31

Listening Response Average
3.14

16 Reading Responses Average
2.92

Appendix P

Sample Student Reading Responses

Example Response at Level *one*

I am reading Julie of the Wolves ,on my book club. So far Miyax (Julie) has run away from her husband Daniel. She is going to San Fransisco to live with her penpal Amy, only she gets lost on her way. Miyax finds herself depending on a pack of wolves for her survivle. She has names for all the members of the pack. The leader is Amaroq and her friend, a little pup named Kapu. Kapu teaches her how to get food from the adults and she becomes Amaroq's "two legged pup" Soon the pack moves to a winter den without her. Will she be able to find her way back to San Fransisco?

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Example Response at Level *two*

I think is going to be a great book because It's only 11 pages and I t~~[illegible]~~ Already has a wierd cariter named Ben. ~~He~~'s a chubby guy with a big apitite he stole the main cariter's dads gun, and ~~[illegible]~~ that was his only gun. hes home alone for 7-hole weeks without his mom or his Dad

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Example Response at Level *three*

I thought it was nice of martys dad to let him go with him to diliver mail. when they ~~got~~ at Judds house he was scoping up weeds with his shavel. He had sweet all over his shirt and face. When they were done talking with him they went on. some people where waiting on the curb to get there mail and if there was none for them the felt really bad. some people where so happy when they got there mail they skipped back to there house.

I thought it was a good idea to and work for people to get money to buy shiloh from Judd.

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Example Response at Level *four*

Oh perfect, now Ella is staying at Ogla's house. I think that's terrible! Ella just keeps having one problem after the other. And now Hattie told Ogla about the curse and now it's two times the bossing around.

Sigh, well at least Mandy's with her. I wonder why Mandy doesn't help Ella whenever Hattie orders Ella about, Mandy usually just stands there listining to Ella getting bossed. I dont think that's how Mandy used to act, she's definatly changed.

Ella should tell Char about her curse. And anyway I also think Ella should Merry him. They sure do love eachother.

Ella has sent a letter to her father, why has'nt he wrote back to her? Well, anyway I may figure that out next wensday, because I'm going to finish it.

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